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ABSTRACT

An updated and improved listing of test and measurement items useful in Adult Basic Education Classrooms is provided. Diagnostic, placement, achievement, and group and individual intelligence tests are reviewed. Information on test type and purpose, appropriate grade level, test time, number of forms, the manual, scoring, and format is included. All tests listed were either developed for adults or are tests which have proved useful with adults. The following criteria were used in the selection process: (1) Tests which were written for and/or normed for adults, (2) Other tests which, due to lack of "childish pictures" are not offensive to the adult, and (3) Tests which can be administered and interpreted by a classroom teacher. (Author/BJG)

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UNIVERSITY OF MISSOURI - KANSAS CITY
SCHOOL OF EDUCATION
Kansas City, Missouri 64110

CENTER FOR RESOURCE DEVELOPMENT
IN ADULT EDUCATION

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TESTS
for
Adult Basic Education Teachers

Kathleen Vonderhaar
Donald W. Mocker
Robert E. Leibert
Vera Maass

February, 1975

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Center for Resource Development in Adult Education

School of Education
University of Missouri - Kansas City

TESTS
for
ADULT BASIC EDUCATION TEACHERS
"28 Suggestions for Classroom Teachers"

February, 1975

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Grant No. OEG-73-5213

George E. Spear, Project Director

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INTRODUCTION

The purpose of this publication is to provide a current listing of test and measurement instruments which can aid instruction in the Adult Basic Education classroom. This listing is a revision of the original publication of May, 1972. The revision resulted from additional experience in using tests in classrooms and because of tests which have been developed since the first publication.

The tests listed were either developed for adults or are tests which have proven useful with adults. The following criteria were used in the selection process:

1. Tests which were written for and/or normed for adults.

2. Other tests which, due to their lack of "childish words" or "childish pictures" are not offensive to the adult.

3. Tests which can be administered and interpreted by a classroom teacher.

ABOUT THE AUTHORS

Kathleen Vonderhaar

She received her Masters Degree in Reading from the University of Missouri - Kansas City and is now serving as consultant in Adult Education for the Colorado State Department of Education.

Donald W. Mocker

He received his doctorate from the State University of New York - Albany, in Curriculum and Instruction and is now Assistant Professor of Education and Associate Director of the Center for Resource Development in Adult Education, University of Missouri - Kansas City.

Robert E. Leibert

He received his doctorate from Syracuse University in Reading and is now Professor of Education and Chairperson, Division of Reading Education, University of Missouri - Kansas City.

Vera Maass

She is a doctoral student in the Department of Counselor Education and a staff associate with the Center for Resource Development in Adult Education, University of Missouri - Kansas City.

SELECTING AND USING TESTS

As stated in the introduction, this publication provides information on some of the tests currently available which have been found useful in diagnosis, and in the measurement of reading attainment or progress.

The following comments are offered as guides and cautions in the process of selecting and using tests for the classroom.

PRODUCT TESTS

Standardized achievement tests exemplify instruments designed to assess what has been learned — the "product" of — formal and informal education. They are constructed so that the tests may be administered in groups.

Achievement tests are most powerful when used to assess **group** performance and to measure reading gains. Another asset of standardized tests is that they provide a norm or standard of attainment by which the test scores can be compared. Scores can also be interpreted as an indication of how the adult would respond to other instruments measuring the same achievement area(s). Achievement tests permit the user to compare one type of performance with another, but do not indicate how the reader achieved as he or she did.

Manuals usually provide sufficient information for successful test administration and scoring, and for making basic interpretations of the scores. Because of the nature of these tests, they usually require little in the way of specialized training and experience beyond careful use of the manual for acceptable implementation.

PROCESS TESTS

Whether group or individually administered, these tests attempt to provide a measure or a record of the observed reading performance of the student. Some tests are organized so these scores yield a profile of performance. Usually tests of this type are designed to measure **specific** aspects of reading performance (e.g., word analysis, comprehension, etc.).

While some tests in this group also provide norms for making comparisons, the utility of these tests reside in their potential for assisting the teacher pin point those aspects of reading which are adequate, and if and where the process being tested begins to break down. Process tests generally involve greater skills to administer and interpret these tests and therefore require more training and knowledge on the part of the user than do achievement tests.

GROUP TESTS

Group tests have certain advantages over individual tests such as the relatively shorter administration time involved. However, responses to items on pen and pencil tests give the impression that the student could and did read the material. Because such tests are silent and particularly when the items are multiple-choice, an examiner cannot discriminate between responses which were made through correct or incorrect reading nor among those which came about through reasoned or random guessing. The negative effects of such testing can be reduced by matching the adult with a test which best fits his or her current reading capability. Fewer errors in interpretation will be made when dealing with group scores than will be made if individual scores are analyzed.

Product tests have a variety of important functions such as providing a way of screening people for further testing and establishing baseline data for conducting a continuous program evaluation.

INDIVIDUAL TESTS

Most of these tests are oral and are administered individually. Tests provide the examiner with specific information about the ability to handle the reading tasks involved. The resulting information can be directly linked with instructional decisions.

However, the potential user should be cautioned that the utility of these tests depends almost entirely upon the capability and training of the examiner. Test results are affected by variations in test administration, in the subjectivity involved in the scoring of items, and in test interpretation.

These tests can provide intensive diagnostic data on individuals for making instructional decisions. On the other hand, they are not well suited for assessing long term effects of the instructional program.

TEST SELECTION AND USE

The following ideas might be considered if the selection and use of new tests is a concern:

1. The bulk of the test items should reflect the curriculum or outcomes expected of your program. This requires a close inspection of the test items. Purchase or borrow a specimen set (test and manual) to examine the items and format, as well as information concerning test norms and interpretation. In addition, check the available reviews of the test in an appropriate edition of the Mental Measurements Yearbook (Oscar Buros, Editor, the Gryphon Press, 7 editions).

TEST SELECTION AND USE (Cont.)

2. Standardized achievements or product tests increase in utility when employed over a span of several years. Experience with the test and its relation to subsequent instruction can provide insights to help determine how the results may relate to other tests and to predict instructional needs.

Year to year measurement of the program can be managed more efficiently if the same standardized test is used each year. When different tests are administered each year, the results can not be compared with the scores of previous years because of differences in test content and norms.

3. Essentially, selection of process tests should be based upon the training and experience of the person(s) using the test. Administration and interpretation can be improved by experience and additional graduate coursework or specialized training procedures.

AN INDEX OF TEST INFORMATION

For those readers who are unfamiliar with the tests included in this publication, the following two tables provide a general reference to test type, content and level.

Separate tables are provided for individual and for group tests. Titles of general skills or for subject areas, and the grade levels for which the tests were designed are found in one column and the specific tests which contain such features are listed in the other column.

INDIVIDUAL TESTS

| TESTS | TEST INFORMATION | GRADE LEVELS | | | | | | | | | | | | READING LEVEL | | GENERAL READING ABILITY | | | | | | | | | | | |

GROUP TESTS

TESTS	TEST INFORMATION	GRADE LEVELS									ACHIEVEMENT OR PRODUCT INFORMATION —								PROCESS OR DIAGNOSTIC INFORMATION —							
		0/1	1/2	3/4	5/6	7/8	9/10	11/12	Word Recognition	Vocabulary Listening	Comprehension	Rate/Accuracy	Language	Spelling	Math	Social Studies	Science	Literature	Sound Discrimination	Letter Recognition	Letter Sound Relationships	Blending	Context Clues	Structural Analysis	Word Recognition	General Verbal IQ
Doren Diagnostic Reading Test	p. 9	X	X	X	X	X														X	X	X	X		X	
Silent Reading Diagnostic Test	p. 11			X	X																X	X	X	X	X	
McCullough Word Analysis Tests	p. 10				X					X	X								X		X	X		X		
Basic Reading and Word Test	p. 12			X	X	X			X	X																
Reading Placement Inventory	p. 14		X	X	X	X	X				X															
Math Placement Inventory	p. 13		X	X	X	X	X								X											
Tests of Adult Basic Education	p. 20	X	X	X	X	X	X			X	X		X	X	X											
Gates Reading Survey	p. 18			X	X	X	X			X	X	X														
Iowa Test (ITED)	p. 19						X	X					X		X	X	X	X								
Adult Basic Learning Examination	p. 16		X	X	X	X	X	X		X	X				X	X										
Adult Basic Ed. Student Survey	p. 15		X	X	X	X					X				X											
Adult Basic Reading Inventory	p. 17	X	X	X						X	X															
Quick Word Test	p. 21				X	X	X	X																		X

DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS

1956

American Guidance Testing Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

By: Margaret Doren

Type — Group, diagnostic

The purpose of the test is to provide a diagnostic instrument identifying a student's word recognition problems as well as suggesting remediation.

Range	Time	Forms
1 - 9	3 hours (in 3 sessions)	One

Manual, Scoring and Format

- Manual provides instructions for administering and scoring along with technical data concerning the test. Also provided are suggestions for remedial activities and reliability and validity data. No norms are given.
- Hand scored by administrator
- Subtests sample skills in the following:

Letter recognition	Ending sounds
Beginning sounds	Blending
Whole-word recognition	Rhyming
Words within words	Vowels
Speech consonants	Sight words

Discriminate guessing (use of context clues)

McCULLOUGH WORD ANALYSIS TESTS

1963

Personnel Press, Inc.
20 Nassau Street
Princeton, New Jersey 08540

By: Constance M. McCullough

Type — Group diagnostic

The purpose of the test is to provide a diagnostic instrument for the measurement of phonetic and structural word-analysis skill.

Range	Time	Forms
4 - 6	Approx. 70 min.	One

Manual, Scoring and Format

- Manual provides description of objectives and content of subtests. Also provided are norms, separate for female and male, and reliability data. No validity data is given.
- Hand scored by administrator
- This test provides diagnostic information in the following areas:

Initial blends and digraphs
Phonetic discrimination
Matching letters to vowel sounds
Sounding whole words
Structural analysis total
Interpreting phonetic symbols
Phonetic analysis total
Dividing words into syllables
Root words in affixed forms

SILENT READING DIAGNOSTIC TEST

1970

Lyons and Carnahan
407 East 25th Street
Chicago, Illinois 60616

By: Guy L. Bond
Bruce Balow
Cyril J. Hoyt

Type — Group, diagnostic

The purpose of the test is to provide a diagnostic instrument for the assessment of word recognition and analysis skills.

Range	Time	Forms
2 - 6	90 minutes (two sections)	One

Manual, Scoring and Format

- Manual provides instructions for administration, scoring and interpretation. Also provided is reliability data, grade equivalent norms and percentile and stanine norms by grade. (The 1970 edition is a shortened version of the 1955 edition.)

- Window cards for easy scoring (15 minutes). Scores in word recognition and word analysis techniques. Provides skills profile.

- One booklet — 8 subtests

I	Words in Isolation	V	Word Synthesis
II	Words in Context	VI	Beginning Sounds
III	Visual-Structural Analysis	VII	Ending Sounds
IV	Syllabication	VIII	Vowel and Consonant Sounds

THE BASIC READING AND WORD TEST

1968

Richardson, Bellows, Henry & Co.
1140 Connecticut Ave., N.W.
Washington, D. C. 20036

Type — Group or Individual, placement

The purpose of the test is to provide an instrument to determine minimum reading capability for selection in training programs for hard-core or disadvantaged persons.

Range	Time	Forms
3 - 8	Approx. 25 - 30 minutes	One

Manual, Scoring and Format

- Manual provides instructions for administration along with data on norms, reliability and validity. Expectancy charts are also provided.
- Hand scored by administrator
- The test is built to cover a wide reading-vocabulary range and contains 80 items cast in the true-false format and arranged in order of difficulty.

LEARNING LAB MATH PLACEMENT INVENTORY

1967

Learning Lab Associates, Inc.
Box 8137
Washington, D. C. 20034

By: Joseph B. Carter

Type — Group, placement

The purpose of this test is to provide a fast means of initial placement in a learning center.

Range	Time	Forms
1 - 10	No limit	One

Manual, Scoring and Format

- Manual provides information on administration and scoring. Placement charts are also provided. No reliability or validity data is given.
- Hand scored by test administrator
- 60 computation problems
  About four (4) examples of each basic skill, going as far as high school algebra and geometry.

LEARNING LAB READING PLACEMENT INVENTORY

1968

Learning Lab Associates, Inc.
Box 8137
Washington, D. C. 20034

By: Joseph B. Carter

Type — Group, placement

The purpose of this test is to provide a fast means of initial placement in a learning center.

Range	Time	Forms
1 - 10	No limit	One

Manual, Scoring and Format

- Manual provides information on administration and scoring. Placement charts are also provided. No reliability or validity data is given.
- Hand scored by test administrator
- 50 sentences or short paragraphs increasing in difficulty which must be completed by using the correct word or phrase.

ADULT BASIC EDUCATION STUDENT SURVEY

1966 - 1967

Educational Opportunities Division
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

By: Elvin Rosof
Monroe C. Neff

Type — Group, achievement

The purpose of the survey is to provide an instrument for the measurement of growth and the placement of adult basic education students.

Range	Time	Forms
1 - 8	Approx. 4 hrs.	Two

Manual, Scoring and Format

- Manual provides information on norms and reliability and validity data.
- Templates are available for hand scoring. Scores are in grade equivalents 1.1 - 7.9.
- Four (4) parts:
  - I Reading Comprehension
  - II Word Recognition
  - III Arithmetic Computation
  - IV Arithmetic Problems

ADULT BASIC LEARNING EXAMINATION

1967

Harcourt, Brace and Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

By: Bjorn Karlsen
Richard Madden
Eric F. Gardner

Type — Group, achievement

The purpose of the test is to provide an instrument for the determination of general education levels of adults who have not completed formal eighth grade education; the evaluation of programs designed to raise their educational level; diagnosis of individual strengths and weaknesses; measurement of progress; and educational planning.

Range	Time	Forms
1 - 12	Approx. 2 hrs.	Two

Manual, Scoring and Format

- Manual provides instructions for administration and scoring and reliability and validity data.

- Levels I and II have a KEY for handscoring
  Level III has a special sheet for machine scoring

- Sections for each level:

  Vocabulary
  Reading
  Spelling
  Arithmetic computation
  Arithmetic problem solving

ADULT BASIC READING INVENTORY (ABRI)

1967

Scholastic Testing Service
480 Meyer Road
Bensenville, Illinois 60106

By: Richard W. Burnett

Type — Group, achievement

The purpose of the inventory is to provide an instrument for the identification of strengths and weaknesses in reading skills of functional illiterates.

Range	Time	Forms
0 - 4	60 minutes	One

Manual, Scoring and Format

- Manual provides instructions on administration and scoring, but no information is given on norms, reliability and validity.
- Hand scored
- Booklet, five (5) parts:
  - I Vocabulary — picture and word matching
  - II Hearing discrimination
  - III Vocabulary (synonyms)
  - IV Listening vocabulary
  - V Contextual material

GATES READING SURVEY

1960

Bureau of Publications
Teachers College Press
502 W. 121 Street
New York, New York 10027

By: Arthur I. Gates

Type — Group, achievement

The purpose of the survey is to provide an instrument which reveals specific strengths and weaknesses in reading abilities and indicates the type of training most needed by a class or individual pupil.

Range	Time	Forms
3.5 - 10	60 - 70 minutes; some parts are not timed	Three

Manual, Scoring and Format

- IBM answer sheets (1960) revision

- This test provides:

  I Speed accuracy
  II Accuracy
  III Vocabulary
  IV Level of comprehension
  V Total reading score

- Manual provides instructions for administration, norm tables, percentile tables, data on reliability, and table indicating minimum differences necessary for significant variations among subtest score. No validity data provided.

IOWA TEST OF EDUCATIONAL DEVELOPMENT

(ITED)

1963 edition

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Prepared under the direction of E. F. Lindquist and Leonard S. Feldt

Type — Group, achievement

The purpose of this achievement battery is to provide teachers with an instrument for comprehensive and objective description of pupil development and for obtaining measures of growth and comparable measures for all pupils.

Range	Time	Forms
9 - 12	Approx. 4½ hrs.	Two (S 4 & Y4)

Manual, Scoring and Format

- Manual provides instructions for administration, scoring, and interpretation. Also provided are sample exercises, norm tables, and reliability and validity data.
- Hand or machine scored.
- Of the nine tests in the total battery, the following are appropriate for GED programs:

  Test 3 — Correctness of Expression
  Test 4 — Math
  Test 5 — Social Studies
  Test 6 — Science
  Test 7 — Literature

TESTS OF ADULT BASIC EDUCATION

1967

California Test Bureau
Del Monte Research Park
Monterey, California 93940

Type — Group, achievement

The purpose of the test is to measure adult achievement in Reading, Arithmetic, Language, and Spelling.

Range	Time	Forms
0 - 12	2 hrs. - 3½ hrs. (depending on level)	Two

Manual, Scoring and Format

- A manual is provided but with minimum information for interpretation of scores. No norms other than grade equivalent scores are given. Also, no information is provided on reliability or validity.

- Hand or machine scoring.

- Four tests:

	Range	Form	T'me
Practice Exercise	0 - 12	one	20 min.
Locater Test	0 - 12	one	10 min.
Level E (easy)	1 - 5	two	94 min.
Level M (medium)	2 - 9	two	176 min.
Level D (difficult)	3 - 12	two	158 min.

QUICK WORD TEST

1967

Harcourt, Brace and Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

By: Edgar F. Borgatta
Raymond J. Corsini

Type — Group, general intelligence

The purpose of the test is to provide a quick, inexpensive and easily applied measure of general ability.

Range	Time	Forms
4 - 12	Unlimited	Parallel forms at each level

Manual, Scoring and Format

- Manual provides norm tables for translating raw scores on the tests into percentiles and stanines. Reliability data is also provided.
- Easy — Stencil keys for hand scoring
- Elementary Level (4-5-6)
  Level I (high school)

ADULT INFORMAL READING INVENTORY

1972

Reading Center
University of Missouri - Kansas City
52nd and Holmes
Kansas City, Missouri 64110

By: Robert Leibert

Type — Individual, diagnostic

The purpose of the test is to provide an instrument for the estimation of the adult's functional reading abilities, giving information about specific instructional needs and the adult's performance at different levels of materials.

Range	Time	Forms
0 - 10	No time limit, approx. 15 min. to administer.	Two

Manual, Scoring and Format

- Manual provides instructions for administration and scoring. Also provided are norms in form of two reading performance tables and rate charts for finding rate of reading.

- Hand scored by test administrator. Scores are given in rate, comprehension, and word recognition.

- Two (2) parts:

  I Word recognition skills
  II Six graded paragraphs for oral reading: each followed by five (5) comprehension questions.

AN INFORMAL READING INVENTORY FOR USE BY TEACHERS OF ABE

1972

Office of Adult Basic Education
New Hampshire State Department of Education
Concord, New Hampshire 03301
(ED 070 057)

Type — Individual, diagnostic

The purpose of the inventory is to provide an instrument for measuring reading performance and instructional readability level for teaching purposes.

Range	Time	Forms
1 - 6	Approx. 20 minutes	One

Manual, Scoring and Format

- Manual provides instructions for administration and scoring, but no information on norms, reliability, and validity is given.
- Hand scored by administrator and includes summary sheet of reading difficulties.
- Four (4) parts:
  - I Word recognition and analysis
  - II Oral reading
  - III Listening ability
  - IV Letter and blend recognition

AUDITORY DISCRIMINATION TEST

1958

Language Research Associates
175 East Delaware Place
Chicago, Illinois 60611

By: Joseph M. Wepman

Type — Individual, diagnostic

The purpose of the test is to provide an instrument for the determination of the learner's ability to recognize the fine differences between the phonemes in English speech.

Range	Time	Forms
0 - 3	5 - 10 minutes	Two

Manual, Scoring and Format

- Manual provides instructions for administration and scoring and gives reliability and validity data.
- Hand scored by administrator
- 40 word pairs (three to five letter words) of the consonant-vowel-consonant variety.

BOTEL READING INVENTORY

1961

Follett Educational Corporation
1010 West Washington Boulevard
Chicago, Illinois 60607

By: Morton Botel

Type — Individual, diagnostic

The purpose of the test is to provide an instrument for easy and accurate estimation of reading ability.

Range	Time	Forms
1 - 12	Approx. 70 min.	Two

Manual, Scoring and Format

- Manual provides instructions for administration and scoring. Also given is a table of Standards and reliability data. No data on norms and validity is given.

- Hand scored by test administrator

- Three (3) parts:

  I Phonics Mastery
  Consonants
  Vowels
  Syllabication
  Nonsense words
  II Word recognition
  III Word opposites
  reading or listening test

FOLLETT INDIVIDUAL READING PLACEMENT INVENTORY

1970

Follett Educational Corporation
P.O. Box 5705
Chicago, Illinois 60680

By: Edwin H. Smith
Weldon G. Bradtmuel

Type — Individual, diagnostic

The purpose of this test is to provide grade placement plus a refined analysis of reading difficulties.

Range	Time	Forms
0 - 7	15 minutes	Two

Manual, Scoring and Format

- Manual provides instructions on administration, scoring and interpretation.
- Hand scored by administrator
- This test provides:
  - I The level at which a student can read easily
  - II The level at which instruction should be started
  - III The level that is beyond the student's ability
  - IV The level at which the student could read with comprehension if he possessed the necessary reading skills.

GATES-McKILLOP READING DIAGNOSTIC TEST

1962

Bureau of Publications
Teachers College, Columbia University
502 W. 121 St.
New York, New York 10027

By: Arthur I. Gates
Anne S. McKillop

Type — Individual, diagnostic

The purpose of these tests is to provide a reading battery for individual diagnosis.

Range	Time	Forms
2 - 6	30 - 60 minutes	Two

Manual, Scoring and Format

- Manual provides information on administration, but no information is given on reliability or norms for auditory discrimination.

- Hand scored by administrator

- Subtests — Wide range of skills:

  I Oral Reading — 7 paragraphs
  II Words — Flash Presentation
  III Words — Untimed Presentation
  IV Phrases — Flash Presentation
  V Knowledge of Word Parts — Word Attack
  VI Recognizing the Visual Form of Sounds
  VII Auditory Blending
  VIII Supplementary Tests
    a) Spelling (40)
    b) Oral Vocabulary
    c) Syllabication
    d) Auditory Discrimination

GRAY ORAL READING TEST

1963

The Bobbs-Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268

By: Helen M. Robinson
William S. Gray

Type — Individual, diagnostic

The purpose of the test is to provide an instrument for the objective measurement of growth in oral reading, from early grade to college, and for diagnosis of oral reading difficulties.

Range	Time	Forms
1 - 16	Approx. 20 min.	Four

Manual, Scoring and Format

- Manual gives detailed directions for administration, scoring, interpreting and recording the scores. Also provided are tentative norms, interpretation of three illustrative examples and information about reliability in terms of standard error of measurement.

- Scored by administrator (There are 4 literal questions on each selection. These are not included in the score.)

- I A student booklet of 13 reading selections
  II An examiner's record booklet

  Types of errors noted:

  Aid on words
  Omissions
  Substitutions
  Inversions
  Mispronunciation
  Insertions
  Repetition

IDAHO STATE PENITENTIARY INFORMAL READING INVENTORY

1971

Reading Education Center
Boise State College
Boise, Idaho

By: Ernie White
William Kirkland

Type — Individual, diagnostic

The purpose of this test is to identify the Independent, Instructional and Frustration levels, and to diagnose specific needs.

Range	Time	Forms
1 - 6+	Approx. 15 minutes	Two

Manual, Scoring and Format

- Manual gives instructions on administration, scoring and interpretation. No data on reliability and validity is provided.
- Word lists for word recognition
- Six paragraphs for oral reading, each followed by six questions for comprehension. The interest level is geared to adults with a prison background.

ROSWELL-CHALL DIAGNOSTIC TEST OF WORD ANALYSIS SKILLS

1959

Essay Press
P.O. Box 5
Planetarium Station
New York, New York 10012

By: Florence G. Roswell
Jeanne S. Chall

Type — Individual, diagnostic

The purpose of this test is to provide an instrument to assess strengths and weaknesses of selected word recognition skills. (The 5 subtests deal mainly with phonic skills.)

Range	Time	Forms
2 - 6	5 to 10 minutes	Two

Manual, Scoring and Format

- Manual is easy to follow, but information on scoring and interpretation is limited. No normative data or reliability and validity is provided.
- Hand scored by test administrator
- Five (5) subtests covering phonic skills

TEST OF INDIVIDUAL NEEDS IN READING

1971

Montana Reading Publications
517 Rimrock Road
Billings, Montana 59102

By: Hap Gilliland

Type — Individual, diagnostic

The purpose of the test is to provide a diagnostic instrument for determining progress in reading skills, the level of book to be used, and possible problem areas with which each student needs help.

Range	Time	Forms
pp - 12	Untimed, Approx. 30 min.	One

Manual, Scoring and Format

- Manual provides instructions for administering and scoring along with guidelines regarding the use of the test. Discussion on validity, reliability, and construction of the test is given, but no data regarding these issues are offered.

- Hand scored by administrator with Test Record Graphs provided.

- Three (3) parts:
  - I Silent Reading
  - II Oral Reading
  - III Word Analysis

Test That's Not A Test

(T - NAT)

Basic Education Trade House
1827 26th Avenue Court
Greeley, Colorado 80631

By: Don A. Brown

Type — Individual, diagnostic

The purpose of the test is to provide an instrument for initial screening and indicating instructional levels based on oral reading ability.

Range	Time	Forms
1 - 6	No time limit, approx. 20 minutes	One

Manual, Scoring and Format

- No manual is furnished but instructions for administration and scoring is given on test cards. No information about the rationale of the test is given and no data on norms, reliability and validity are provided.
- Scored by administrator as student reads each passage. Easy to use in classroom situation.
- Six short paragraphs of increasing difficulty printed on separate cards.

WORD DISCRIMINATION TEST

1958

Miami University Alumni Association
Miami University
Oxford, Ohio 45056

By: Charles B. Huelsman, Jr.

Type — Individual, diagnostic

The purpose of this test is to provide an instrument for the determination of how students use length, internal design, and external configuration in perceiving words.

Range	Time	Forms
1 - 8	Approx. 20 minutes	Two

Manual, Scoring and Format

- No manual or reliability and validity data is provided.
- Hand scored by test administrator with grade equivalents provided on scoring sheet.
- A series of 96 word-like forms which progress with increasing difficulty.

SLOSSON ORAL READING

1963

Slosson Educational Publications
140 Pine Street
East Aurora, New York 14052

By: Richard L. Slosson

Type — Individual, placement (word identification)

The purpose of this test is to provide an instrument for initial placement based upon power of word identification.

Range	Time	Forms
1 - 8	Approx. 3 minutes	One

Manual, Scoring and Format

- No manual, with all test and examiner's directions and norms on a single sheet.
- Hand scored by test administrator.
- 200 words on graded levels of difficulty.

R/EAL
READING/EVERYDAY ACTIVITIES IN LIFE
1972

CAL Press, Inc.
76 Madison Avenue
New York, New York 10016

By: Marilyn Lichtman

Type — Individual, achievement

The purpose of this test is to provide a diagnostic and evaluative instrument to assess whether or not the tested individual is capable of performing reading tasks common to experiences of daily living.

Range	Time	Forms
5th and above	Self-paced	One (second form in developmental stage.)

Manual, Scoring and Format

- Manual provides background information, description of the test, instructions for administering, scoring, and interpretation. Manual also gives sample questions of the 9 subtests, norm tables, reliability and validity data.

- Hand scored by test administrator

- Self-administered with casettes in either English or Spanish covering nine reading selections and questions from the following categories often encountered by most individuals.

  A set of road signs
  A TV schedule
  A set of directions for preparing cheese pizza
  A reading selection on the topic of narcotic drugs
  A food market ad
  An apartment lease
  A road map
  A want ad
  A job application

WIDE RANGE ACHIEVEMENT TEST

1946

The Psychological Corporation
304 East 45th Street
New York, New York 10017

By: Joseph Jastak
Sidney Bijou

Type — Individual, achievement

The purpose of the test is to provide a screening instrument in math, reading and word identification.

Range	Time	Forms
3 - 16	20 - 45 minutes	One

Manual, Scoring and Format

- Manual does not provide sufficient data on norms and no data on reliability and validity is given.
- Hand scored by test administrator
- Math — Fundamental skills to basic algebra
  Reading — Vocabulary list beginning with letter names to college level words.